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ABSTRACT

Patterns that emerged from reviewing 26 syllabi for courses on organization and administration in higher education are discussed, and six sample syllabi are presented. The syllabi focused more on organization than administration. Of the 26 syllabi, 19 dealt with organization and administration generally; 5 with administration in a specific context; and 2 were business management courses recommended for higher education students. The 19 general courses encompassed 30 subtopics. The five courses dealing with special topics in organization and administration focused on human relations, academic affairs administration, personnel administration, academic department administration, and the organization and administration of professional schools. Brief overviews and sample syllabi are provided for the following courses/schools: Organizational Theory I and II, New York University; Higher and Postsecondary Institutions as Complex Organizations, University of Michigan; Higher Education Administration and Organization, University of Vermont; the Administration of Academic Affairs in Higher Education, Ohio State University; Administrative Behavior, Leadership, and Personnel in Colleges and Universities, University of Michigan; and Case Studies in Administration Behavior in Higher Education, University of Michigan. A list of members of the course syllabi network is included. (SW)

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ORGANIZATION/ADMINISTRATION

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Committee on Curriculum, Instruction, and Learning

1986

ORGANIZATION/ADMINISTRATION

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ASHE Course Syllabus Project:
Organization and Administration
December 1985

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The collection of twenty-six course syllabi on organization and administration reflects diversity of subtopics with a far stronger emphasis on organization than administration. Nineteen of the twenty-six dealt with organization and administration generally; five dealt with administration in a specific context; and two were business management courses that are recommended for higher education students.

The nineteen general courses encompassed thirty subtopics. The most frequent subtopic, models of organizational structure, was covered by eleven of the courses. Other common subtopics, covered by six to eight courses, were: power and politics, organizational theory, leadership, decisionmaking, history, organizational goals, and external environment. Topics covered in four or five courses included change, strategic planning, resource management, faculty affairs, faculty roles, board roles, and administrative roles. Subtopics included in only one to three syllabi were organizational effectiveness, organizational pathologies, conflict, organizational design, central systems, human resource development, societal roles, governance, students,

legal bases, motivation, communication, culture/climate, and values.

Some of the variation in subtopics may relate to the host program's relative emphasis on preparing professors of higher education or practitioners. The institutions sending the nineteen syllabi in the general category included Teachers College, Stanford, Ohio State, College of William and Mary, Penn State, New York University, Baruch College of CUNY, and the Universities of Minnesota, Vermont, Michigan, and Kansas. Assessing the completeness and appropriateness of subtopics for a given course necessarily depends on the overall purposes of its program.

Most of the common subtopics appear to have value for both research-oriented and applied programs. However, programs that aim to prepare qualified administrators would do well to include several subtopics that are currently less common--for instance, change, external environment, organizational effectiveness and pathology, conflict, strategic planning, organizational design, administrative and other roles, communication, and values. Given current challenges for higher education, the absence of attention to effectiveness and pathology, conflict, roles, and values is especially troublesome.

The nineteen general courses had very similar titles, so one is likely to assume that students have been exposed to some common body of knowledge--that "O&A" on one transcript is essentially the same as "O&A" on another. This is definitely not the case. Professors who teach O&A have an almost boundless supply of

potential topics to cover, almost always in one short quarter or semester, and there is no particular pattern in their choices.

The five courses that dealt with special topics in organization and administration focused on human relations, academic affairs administration, personnel administration, academic department administration, and the organization and administration of professional schools. The human relations course focused on behavioral issues, dealing with organizational theory only on the topic of change. The other four courses provided some balance in the total set, inasmuch as they dealt with administration rather than organization.

Only about half of the courses used an overview text on organization and management, and no such text emerged as a standard. Readings commonly included various journal articles, which is a sensible way to tailor the content to the purposes of the course and the special interests of the students.

Professors for these twenty-six courses used a wide variety of pedagogical approaches, but most of them stayed close to a reading and lecture/discussion format. Nine used case analyses, and eight required a major paper. Five used book reviews, guest lecturers, writing an original case study, experiential activities, and writing a short, topical paper. One or two used other approaches, most of which would be helpful in preparing future administrators: interviewing administrators, writing an applications paper, group projects, films, and analyzing a research article. One had students establish a personal reading program around their own interests, including books, general

higher education publications or journals, and academic journals. Professors who rely heavily on lecture/discussion may find it valuable to seek innovative alternative ideas from some of their colleagues.

Among the syllabi, several are especially noteworthy. Space limitations permit descriptions of only a few of these.

Organizational Theory I and II. James Bess, New York University. The size and scope of the literature on organization and administration argue for a two-semester sequence that permits both a broad overview and selective depth. Bess requires both a standard organizational behavior text (Hellreigel and Slocum) and an educational administration text (Hoy and Miskel). Supplemental reading includes selected classics of organizational theory. Students are encouraged to explore alternative readings and compare perspectives. The syllabus clearly explains bases for student evaluation. Activities include case analysis and writing an original case study.

Higher and Postsecondary Institutions as Complex Organizations. Marvin Peterson, University of Michigan. Peterson provides a straightforward treatment of many basic topics, beginning with a bit of history and context for higher-education organizations and moving on to models for analysis and higher education in a broader system. Peterson closes with internal issues and individual behavior, leadership, and decisionmaking. The course is necessarily more broad than deep, but the topics are well-chosen for introductory purposes. The syllabus notes questions on each topic to guide the student's inquiry.

Higher Education Administration and Organization. David Holmes and Jeff Kaplan, University of Vermont. Holmes and Kaplan provide a creative approach through their text selections: the ASHE Reader (Birnbaum), Men and Women of the Corporation (Kanter), Academic Strategy (Keller), and a choice of Grant: A Biography (McFeeley), The Last Hurrah (O'Connor), or The Soul of a New Machine (Kidder).

The Administration of Academic Affairs in Higher Education. William Moore, Ohio State University. The range of topics in this course on a central function in higher-education administration is comprehensive, and the reading includes material on women and minorities. The bibliography is diverse and intriguing. Moore uses a workshop to incorporate practice and simulation.

Administrative Behavior, Leadership and Personnel in Colleges and Universities. Joan Stark, University of Michigan. The syllabus is a model for other syllabus writers. Stark provides a statement of purpose and rationale for the course, clear objectives, identification of clientele for the course, and a description of how the course relates to others within the curriculum. She spells out her expectations of students and provides wide, diverse readings. A unique feature of the course is that each segment culminates in a product. For example, the overview of administrative behavior theories leads to identifying one's own administrative style/philosophy. The major project is a class effort to develop a policy manual and description of a personnel system for an idealized institution.

Case Studies in Administration Behavior in Higher Education. Joan Stark, University of Michigan. Stark uses about twenty case studies in this advanced course. Students are expected to apply to these cases what they have learned earlier. The emphasis on applications, practice in problem identification, and developing solutions could be invaluable to the future administrator.

TOPICAL OUTLINE FOR ORGANIZATIONAL THEORY I & II

Organizational Theory I — FALL, 1985 attached.

Conceptions of Organizations:
- I General and Social Systems Theory

Organizational Design and Structure (Bureaucracy and Its Alternatives):
- II Organizational Design
- III Role Theory

Individuals and Collections of Individuals in Organizations:
- IV Motivation
- V Groups and Informal Organization
- VI Culture and Climate

Organizational Theory II — SPRING, 1986 (not yet developed) (1985 version attached)

Stresses on and in Organizations:
- I Conflict -- External
  - Compliance -- Etzioni
  - Community Pressure -- Gamson
- II Conflict -- Internal -- Thomas

Influence Processes in Organizations:
- III Leadership
- IV Problem Solving and Decision Making
- V Power

Change Processes in Organizations:
- VI Organizational Change/Organizational Development

NEW YORK UNIVERSITY
Department of Organizational and Administrative Studies
Program in Educational Administration

E95.2053: Organizational Theory I

Professor James L. Bess
East Building, Suite 300
(212)598-2788, 2789

Syllabus

This course is the first of two intended to provide students with a conceptual foundation of theories of organization and with the tools for application of those theories to concrete situations. There are six theoretical domains of concern in the course. Students will be expected to understand each, to describe the elements in the theory, to explain the relationships among the elements, and to use the theory to explain or predict the behavior of participants in educational organizations.

Required Texts

Hellriegel, Don & John W. Slocum, Jr., Richard W. Woodman, Organizational Behavior, Third Edition, St. Paul, Minn., West Publishing Company, 1983.

Hoy, Wayne & Cecil Miskel, Educational Administration: Theory, Research, and Practice, New York, Random House, 1982.

Perrow, Charles C., Complex Organizations, Glenview, Ill., Scott, Foresman, Inc., 1972.

Cases: For students in the Higher Education Program -- Century University at Central City (A & B), Harvard College, Intercollegiate Case Clearing House, Soldiers Field Mass., 1979.

For students in the Educational Administration and other Programs -- "Curriculum Change at Laguna", published by University Council for Education Administration.

Students may also find it useful to refer to other texts in order to gain different perspectives on the topics. Some suggested additional books are:

Organizational Behavior -- General

March, James G. & Herbert A. Simon, Organizations, New York, John Wiley & Sons, 1958.

Katz, Daniel & Robert L. Kahn, The Social Psychology of Organizations, 2nd Edition, New York, John Wiley & Sons, 1978.

Dunnette, Marvin D. (ed.), Handbook of Industrial and Organizational Psychology, Chicago, Rand McNally College Publishing Company, 1976.

Wexley, Kenneth N. & Gary A. Yukl, Organizational Behavior and Personnel Psychology, Homewood, Ill., Irwin, 1984.

March, James G. (ed.), Handbook of Organizations, Chicago, Rand McNally & Company, 1965.

Kerr, Steven (ed.), Organizational Behavior, Columbus, Grid Publishing, Inc., 1979.

French, Wendell L., Fremont E. Kast & James E. Rosenzweig, Understanding Human Behavior in Organizations, New York, Harper & Row, Publishers, 1985.

Organizational Behavior -- Classic Readings

Litterer, Joseph A. (ed.) Organizations: Structure and Behavior, New York, John Wiley & Sons, 1980.

Katz, Daniel, Robert L. Kahn, & J. Stacy Adams (eds.), The Study of Organizations, San Francisco, Jossey-Bass Publishers, 1982.

Weber, Max, The Theory of Social and Economic Organization, translated by A.M. Henderson and Talcott Parsons, New York, Oxford University Press, 1947. (also available in paperback)

Berrien, F. Kenneth, General and Social Systems, New Brunswick, Rutgers University Press, 1968.

Blau, Peter & M. Meyer, Bureaucracy in Modern Society, New York, Random House, 1956. (also available in paperback)

Educational Administration -- General

Owens, Robert G., Organizational Behavior in Education, Englewood Cliffs, N.J., Prentice-Hall, 1981.

Silver, Paula, Educational Administration, New York, Harper & Row, Publishers, 1983.

Bess, James L. (ed.), College and University Organization: Insights from the Behavioral Sciences, New York, New York University Press, 1984.

Getzels, Jacob, James M. Lipham, & Roald F. Campbell, Educational Administration as a Social Process: Theory, Research and Practice, New York, Harper & Row Publishers, 1968.

Evaluation

Percent of Final Grade

Students will be evaluated on the basis of performance in four exercises:

1. Six brief, short-answer quizes on alternate weeks in the semester, covering the six topics of the course. Quiz dates: October 15, October 29, November 19, December 3, December 17, January 14. — 20%

2. Case study analysis. Students will prepare an analysis of the semester case study utilizing any two of the theoretical frameworks that have been studied to this point. The analyses must be developed in no more than three pages for each theory. Due date: November 26. — 20%

3. Original case study. Students will prepare and submit a draft of an original case describing an organizational problem drawn from their own experience or observation or from the experience of others well known to them. The case is to be original -- not an adaptation of a published or previously written case. The setting (school building or campus, school district, community, etc.) in which the problem occurred should be described. Students should reveal how the problem arose, describe the participants, indicate the activities and interactions of the actors, and identify the decisions which must be made by a principle administrator. Due date: November 12. — 30%

   The draft will be read by the instructor and returned with comments as to clarity, appropriateness to the course, etc. Students will make any necessary revisions or elaborations.

   Students will then analyze the case using any two theories listed in Section III, Pp. 5-6. The analysis should involve the application of the theories and their relevant concepts in an effort to understand, explain, and predict the causes and nature of the problem, the behavior of the principle actors, the actual or projected decisions or actions, and any other appropriate dimensions of the case. Both the revised case study and analysis should be submitted together. Due date: January 7.

4. Final examination. The examination will be comprised of questions about a case to be distributed. Date: January 21, 1986. — 30%

CLASS SCHEDULE AND ASSIGNMENTS

October 1	Introduction	
	Hoy and Miskel (H & M)	1-30
	Assigned semester case	
	Section I -- Conceptions of Organizations	
October 8	General and Social Systems Theory	
	Nadler and Tushman	Handout
	Hellriegel, Slocum and Woodman (H,S, & W)	15-29
	H & M	51-76
	Additional Resources	
	Berrien	
	Getzels, Lipham & Campbell	
October 15	Systems Theories (continued)	
	Quiz #1	
	Section II -- Organizational Design and Structure	
October 22	Role Theory	
	H,S & W	474-475
	Handout	
	Additional Resources	
	Katz & Kahn (1978)	185-221
October 29	Role Theory (continued)	
	Quiz #2	
	Professionals in Organizations	
	H & M	110-135
November 5	Election Day -- No classes	
	Perrow	1-60
November 12	Organizational Design	
	H,S, & W	311-347
	H & M	77-109
	Original case study draft due	
	Additional Resources	
	Blau	
	Weber	
November 19	Organizational Design (continued)	
	Quiz #3	

Section III - Individuals and Collections of Individuals in Organizations

November 26 — Theories of Motivation in Organizations

Hoy & Miskel	136-154
Hellriegel, Slocum & Woodman	352-372
Wexley & Yukl	13-44

Case study analysis due

Additional Resources

Hamner, W. Clay, "Motivation Theories and Work Applications" in Kerr

McGregor, Douglass, The Human Side of Enterprise, New York, McGraw Hill Book Company, 1960

Steers, Richard M. & Lyman W. Porter Motivation and Work Behavior, New York, McGraw Hill Book Company, 1975

Campbell, John P., "Motivation Theory in Industrial and Organizational Psychology," in Marvin D. Dunnette (ed.), Handbook of Industrial and Organizational Psychology, Chicago, Rand McNally College Publishing Company, 1976

Pinder, Craig C., Work Motivation, Glenville Ill., Scott, Foresman, 1984.

December 3 — Theories of Motivation (continued)

Hoy & Miskel	155-184
Hellriegel, Slocum & Woodman	372-389, 289-295

Quiz #4

December 10 — Groups and Informal Organization

Hellriegel, Slocum & Woodman	206-243
Hoy & Miskel	5-9, 67-68

December 17 — Groups and Informal Organization (cont.)

Hellriegel, Slocum & Woodman	244-277
Perrow	61-95

Quiz #5

Additional Resources

Herold, David M., "The Effectiveness of Work Groups" in Kerr 95-118
Barnard, Chester I., Functions of the Executive, Cambridge, Harvard University Press, 1973.
Cummings, Thomas G., Designing Effective Work Groups," in Paul C. Nystrom & Wm. H. Starbuck (eds.) Handbook of Organizational Design, Vol. 2, New York, Oxford University Press, 1981.
Roethlisberger, F.J. & William J. Dickson, Management and the Worker, Cambridge, Mass., Harvard University Press, 1950.
Homans, George C., The Human Group New York, Harcourt, Brace & World, Inc., 1950

January 7 — Organizational Culture and Climate
H & M 185-219
Original case study due

Additional Resources

Deal, Terrence E. & Allen A. Kennedy, Corporate Cultures: The Rites and Rituals of Corporate Life, Reading, Mass., Addison-Wesley, 1982.
Schein, Edgar H., Organizational Culture and Leadership, San Francisco, Jossey-Bass, Publishers, 1985
Selznick, Philip, Leadership in Administration, New York, Harper & Row, Publishers, 1957

January 14 — Organizational Culture and Climate (cont.)

Quiz #6

January 21 — FINAL EXAMINATION

(54)

NEW YORK UNIVERSITY
Department of Organizational and Administrative Studies
Program in Educational Administration

E95.2054 Organizational Theory II
Spring, 1985

Professor James L. Bess
East Building, Suite 300
(212) 598-2788

Syllabus

This course is the second of two intended to provide students with a conceptual foundation of theories of organization and with the tools for application of those theories to concrete situations. There are six theoretical domains of concern in the course: worker motivation, communication, leadership, problem solving and decision making, conflict and conflict resolution, and organizational innovation, change and development. Students will be expected to understand each, to describe the elements in the theory, to explain the relationships among the elements, and to use the theory to explain or predict the behavior of participants in educational organizations.

Required Texts

Hellriegel, Don , John W. Slocum, Jr. & Richard W. Woodman, Organizational Behavior, 3rd Edition, St. Paul, Minn., West Publishing Company, 1983.

Hoy, Wayne & Cecil Miskel, Educational Administration: Theory, Research, and Practice, New York, Random House, 1982.

Wexley, Kenneth N. & Gary A. Yukl, Organizational Behavior and Personnel Psychology, Homewood, Ill., Irwin, 1984.

Cases: For students in the Higher Education Program -- Century University at Central City (A&B), Harvard College, Intercollegiate Case Clearinghouse, Soldiers Field, Massachusetts, 1979.

For students in other programs -- "Curriculum Change at Laguna", published by University Council for Educational Administration, Columbus, Ohio.

Recommended Supplementary Texts

Owens, Robert G., Organizational Behavior in Education, 2nd Edition, Englewood Cliffs, NJ, Prentice-Hall, Inc., 1981.

Silver, Paula F., Educational Administration, New York, Harper & Row, 1983.

Kerr, Steven (ed.), Organizational Behavior, Columbus, Grid Publishing Co., 1979.

Bess, James L. (ed.), College and University Organization, New York, New York University Press, 1984.

Additional Recommended Readings

Books and articles listed below under each of the topical areas of the course are highly recommended as additional resources. In many cases, the authors of the books are the originators of the basic theories in the course. Students will find reading these seminal works of considerable aid in appreciating the theories. In addition, the following are books of readings which contain many of the basic theories covered in the course as they appeared on first publication:

Litterer, Joseph A., Organizations: Structure and Behavior, 3rd Edition, New York, John Wiley & Sons, 1980.

Wexley, Kenneth N. & Gary A. Yukl, Organizational Behavior and Industrial Psychology, New York, Oxford University Press, 1975.

Staw, Barry M. (ed.), Psychological Foundations of Organizational Behavior, Glenview, Ill, Scott, Foresman, 1983.

Katz, Daniel, Robert L. Kahn, & J. Stacy Adams (eds.), The Study of Organizations, San Francisco, Jossey-Bass, 1982.

Evaluation	Percent of Final Grade
Students will be evaluated on the basis of performance in four exercises:	
1. Six brief, short-answer quizzes on alternate weeks in the semester, covering the six topics of the course. Quiz dates: February 19, March 5, March 19, April 9, April 24, May 8.	20%
2. Case study analysis. Students will prepare an analysis of the case study utilizing any two of the theoretical frameworks that have been studied to this point. The analyses must be developed in no more than three pages for each theory. Due date: March 26.	20%
3. Original case study. Students will prepare and submit a draft of an original case describing an organizational problem drawn from their own experience or observation or from the experience of others well known to them. The case is to be original -- not an adaptation of a published or previously written case. The setting (school building or campus, school district, community, etc.) in which the problem occurred should be described. Students should reveal how the problem arose, describe the participants, indicate the activities and interactions of the actors, and identify the decisions which must be made by a principle administrator. Due date: February 26.	30%

The draft will be read by the instructor and returned with comments as to clarity, appropriateness to the course, etc. Students will make any necessary revisions or elaborations.

Students will then analyze the case using any two theories discussed since the spring recess. The analysis should involve the application of the theories and their relevant concepts in an effort to understand, explain, and predict the causes and nature of the problem, the behavior of the principle actors, the actual or projected decisions or actions, and any other appropriate dimensions of the case. Both the revised case study and analysis should be submitted together. Due date: May 8.

4. Final examination. The examination will be comprised of questions about a case to be distributed. Date: May 22. 30%

Class Schedule

Reading assignments should be completed prior to class, as lectures will be based on them.

February 5	Introduction Review assigned semester case Review Nadler and Tushman	Handout
February 12	Theories of Motivation in Organizations Hoy & Miskel Hellriegel, Slocum & Woodman Wexley & Yukl	 136-154 352-372 13-44
	Additional Resources	
	Hamner, W. Clay, "Motivation Theories and Work Applications" in Kerr	41-58
	McGregor, Douglass, The Human Side of Enterprise, New York, McGraw Hill Book Company, 1960	
	Steers, Richard M. & Lyman W. Porter, Motivation and Work Behavior, New York, McGraw Hill Book Company, 1975.	
	Campbell, John P., "Motivation Theory in Industrial and Organizational Psychology," in Marvin D. Dunnette (ed.), Handbook of Industrial and Organizational Psychology, Chicago, Rand McNally College Publishing Company, 1976.	
	Pinder, Craig C., Work Motivation, Glenville Ill., Scott, Foresman, 1984.	
February 19	Theories of Motivation (continued) Hoy & Miskel Hellriegel, Slocum & Woodman	 155-184 372-389, 289-295
	Quiz #1	

February 26	Communication in Organizations	
	Hoy & Miskel	290-318
	Hellriegel, Slocum & Woodman	148-175
	Additional Resources	
	Baird, J.E., Jr., The Dynamics of Organizational Communication	
	O'Reilly, Charles A., III, & Louis R. Pondy, "Organizational Communication", in Steven Kerr (ed.), Organizational Behavior, Columbus	119-150
	Columbus, Ohio, Grid Publishing, Inc., 1979.	
	Huseman, Richard, Interpersonal Communication in Organizations, Boston, Holbrook Press, 1976.	
	Original Case due	
March 5	Communication in Organization (cont'd)	
	Wexley & Yukl	74-101
	Quiz #2	
March 12	Leadership	
	Hellriegel, Slocum & Woodman	392-425
	Hoy & Miskel	220-263
March 19	Leadership - continued	
	Wexley & Yukl	159-182
	Quiz #3	
March 26	Problem Solving and Decision-Making	
	Hellriegel, Slocum & Woodman	127-147, 229-243, 413-420
	Hoy & Miskel	264-289
	Case Study analysis due	
April 2	Spring Recess - no class	
April 9	Problem Solving and Decision-Making -- cont'd	
	Wexley & Yukl	102-131;183-187
	Quiz #4	
April 16	Conflict and Conflict Resolution	
	Hellriegel, Slocum & Woodman	456-485
	Hoy & Miskel	68-71
	Case Study analysis due	

	Additional Resources	
	Thomas, Kenneth W., "Conflict and Conflict Management," in Marvin D. Dunnette (ed.), Handbook of Industrial and Organizational Psychology, Chicago, Rand McNally College Publishing Company, 1976.	
	Thomas, Kenneth W., "Organizational Conflict" in Kerr	151-184
	Deutsch, M, The Resolution of Conflict, New Haven, Yale University Press, 1973.	
	Robbins, Stephen P., Managing Organizational Conflict, Englewood Cliffs, N.J., Prentice-Hall, Inc., 1985.	
April 24	Conflict and Conflict Resolution (cont'd)	
	Wexley & Yukl	192-218
	Quiz #5	
May 1	Innovation, Change, and Organizational Development	
	Hellriegel, Slocum & Woodman	513-547
	Hoy & Miskel	343-347
	Additional Resources	
	French, Wendell, L. & Cecil H. Bell, Jr., Organizational Development, Englewood Cliffs, N.J., Prentice-Hall, Inc., 1973.	
	Beckard, Richard, Organization Development: Strategies and Models, Reading, Mass., Addison-Wesley, 1969.	
	Bennis, Warren G., Kenneth D. Benne, & R Chin, The Planning of Change, New York, Holt, Rinehart, & Winston, 1961.	
	Lindquist, Jack, Strategies for Change, Berkeley, Pacific Soundings Press, 1978.	
	Goodman, Paul S., Max Bazerman, & Edward Conlon, "Institutionalization of Planned Organizational Change", Research in Organizational Behavior, 1980, Vol. 2.	215-246
	Friedlander, Frank & L. David Brown, "Organization Development", Annual Review of Psychology, 1974, Vol. 25,	313-341
	Raia, Anthony, P., "Organizational Change and Development" in Kerr	355-378
May 8	Innovation, Change, and Organizational Development (cont'd)	
	Hellriegel, Slocum & Woodman	548-581
	Wexley & Yukl	302-331
	Original case analysis due	
	Quiz #6	
May 15	Review	
	Hoy & Miskel	319-343 (optional)
May 22	Final Examination	

Replaces 701

Peterson
Univ of Michigan

(51)

HACE 761 Higher and Postsecondary Institutions
as Complex Organizations

This course focuses on colleges, universities and other formally organized postsecondary educational institutions as complex organizations. As a base course in the HACE doctoral sequence, it provides a strong conceptual orientation which emphasizes the relationship of organizational concepts to real institutional contexts and problems.

Purposes and Rationale

There are three primary purposes or objectives in this course. They are:

1. To develop a knowledge of theoretical frameworks and concepts that are useful in understanding higher and postsecondary institutions as organizations.

2. To provide an overview of organizational patterns and dynamics of higher and postsecondary institutions.

3. To develop skill in using concepts and in organizational analysis of higher and postsecondary institutional problems and situations.

Higher and postsecondary organizations are the primary locus of most formal education, scholarship, and service beyond high school. Two year and four year colleges, universities, and other degree or credit granting formal postsecondary institutions receive and manage resources; serve as the primary source of employment for faculty, researchers, administrators and staff; and design and deliver educational, research and service activities to a diverse clientele of students, organizations, government agencies, and society as a whole. Most students interested in a career in higher and adult continuing education will be employed by one. More particularly, there is an extensive conceptual and practical literature on the characteristics and dynamics of these organizations. Much of it emphasizes their somewhat unique purposes, nature and/or dynamics.

Examining higher and postsecondary institutions as complex organizations recognizes their ubiquitous existence, is a useful perspective for individuals planning either careers in the area, and offers a rich conceptual base for practical administrative understanding or further scholarly examination.

For Whom Intended

In addition to serving as a base course in the HACE doctoral sequence, it is particularly recommended for students planning to specialize in organizational and administrative behavior, academic administration and development, and institutional planning and research in higher education. While the course is designed for HACE doctoral students, it is also useful for graduate students from other fields who are preparing for administrative positions in this area, who are interested in teaching or research careers, or who desire a further understanding of higher and postsecondary institutions as complex

organizations. Some prior teaching or administrative experience, prior graduate course work in organizational behavior, and/or completion of HACE 561, Introduction to Postsecondary Education as a Field of Study, is usually required for students who are not doctoral students in this area.

Students with teaching or research interests in on the organizational and administrative behavior in higher education are encouraged to pursue advanced cognate sequences or selections in the departments of political science, sociology, social or organizational psychology, or business administration. Alternatives in this area should be discussed with the instructor early in the student's graduate program.

Content of the Course

The course is organized around broad topics which introduce students to major conceptual perspectives or frameworks for analyzing higher and postsecondary organizations. A list of course topics is appended.

Sessions 1 and 2 provide a historical view of the development of higher and postsecondary organizations and the nature of these organizations in society. Session 3 examines the process of organizational analysis from an open system perspective. Sessions 4-7 present conceptual models used to examine these institutions as organizaions. Sessions 8-14 provide an overview of concepts that deal with perennial problems of all complex organizations.

In each session, students are expected to relate the models and concepts to real higher and postsecondary settings or issues. Students are required to complete both a mid term, written organizational analysis and a major paper.

Procedures in the Course

The concerns for developing conceptual and analytic skills will require a heavy reliance on readings done prior to class. Occasionally, outside speakers with varied theoretical orientations or practitioner interests will be invited for discussion of topics of interest to the class. Recommended readings for each class should be reviewed prior to class in order to follow the lecture and to participate in the discussion.

Each student should establish a reading program that enhances his/her own interest in organizational issues. This should include:

1. Recent books or articles on the type of higher or postsecondary institution, function, or problem in which the student is most interested.

2. Two-three general higher education publications or journals for regular review (e.g., The Chronicle of Higher Education or Journal of Higher Education, etc.).

3. Two-three professional journals reflecting your cognate area or career-related professional interests (e.g., Administrative Science Quarterly, Journal of Personnel Administration, etc.).

Required Written Work

In addition to readings and class participation, three written papers are required:

1. Organizational Analysis and Problem Identification - An early, brief paper (9-10 pages) which uses organizational concepts to analyze a case problem in a specific setting with which the student is already familar.

2. A Major Organizational Analysis - One of the following types:

   A. A Current Practical or Conceptual Issue: An in-depth analysis of a particular problem or conceptual issue and an assessment of its role in and implications for higher and postsecondary organizations. This should be based on a review of related research literature.

   B. A Problem Solving Strategy: A case analysis or a real problem in a college, university, or postsecondary setting; development of alternatives; and a strategy for implementing change.

   C. Critique of a Change Strategy: A case analysis and a critique of a real change strategy which attempted to deal with a major problem in a higher or postsecondary setting.

Group projects which are more extensive, but often more fruitful, are encouraged -- either by students in this course or by joint efforts with students from related courses. Group projects should be identified early and discussed with the faculty member to insure its feasibility and the means for final individual evaluation.

The major analysis paper should include an appended higher education literature critique.

This is a brief, critical, and comparative review of four or more books or monographs read during the term (at least three on higher education). They should focus around the topic of the paper and the interest of the student, e.g.:

   A. Types of higher or postsecondary institutions or agencies.

   B. Organizational function or processes.

   C. Organizational problem or issue.

Class Evaluation and Participation

Students will be expected to prepare two or more special class presentations and to participate regularly in discussions. Final grades will be based on the written work and on class participation.

Relationship to Other Courses

This course serves as a base course in the HACE doctoral sequence and as one of the primary courses for students planning to specialize in organizational and administrative behavior, academic administration and development, and institutional planning and research in higher education. It should be taken prior to or concurrent with the advanced specialized courses in these three areas of specialization.

This course focuses on group, organizational and interorganizational patterns of higher and postsecondary education as complex institutions. HACE 662, Psychological Bases of Higher and Continuing Education; HACE 861, Administrative Behavior and Leadership in Higher Education; and HACE 866, The College and University Professor, focus on the individual level of behavior of students (learners or clientele), administrators, and faculty in this complex organizational setting. HACE 762, Curriculum Theory and Design in Colleges, Universities, and Continuing Education Settings; HACE 763, Financial Management in Postsecondary Education; HACE 863, Governance, Planning and Decision-Making in Higher Education; HACE 864, Personnel Administration in Colleges and Universities; HACE 865, Assessment of Programs, Curricula and Students; and HACE 869, Institutional Research, Policy Analysis and Decision Support, all examine more specific functions of colleges and universities as complex organizations. HACE 862, Community College Governance, Leadership and Administration, and HACE 867, Instructional Planning and Management in the Community College, build on this course in the community college setting.

Suggested Texts

Baldridge, J. Victor et. al. Policy Making and Effective Leadership. Jossey-Bass, 1978.

Birnbaum, R. (ed.). ASHE Reader in Organization and Governance in Higher Education. Revised Edition, Ginn, 1984.

Kast, F. and Rosenzweig, J. Organization and Management: A Systems Approach. McGraw-Hill, 1974.

Katz, Daniel, and Robert Kahn. The Social Psychology of Organizations. (Second Edition). John Wiley & Sons, 1978.

Mortimer, K. and T. McConnell. Sharing Authority Effectively. Jossey-Bass, 1978.

* Currently used but replacements desirable.

Course Topics

HISTORY AND ROLE OF HIGHER EDUCATION

Sept. 6 Course Expectations; Organizational History of Higher and Postsecondary Education

13 Higher and Postsecondary Education as an Industry or Societal Institution; Purposes and Role in Social Order

ORGANIZATIONAL ANALYSIS AND MODELS

Sept. 20 Analyzing Organizations As Open Systems; Overview of Organizational Models

27 Formal-Rational Models: Legal Basis, Bureaucracy-Formal Organization, Goals

Oct. 4 Social and Political Models

11 Technology and Emergent Social Structure Models

18 Organization-Environment Models
(Paper #1, "Organizational Analysis and Problem Identification" due.)

EXTERNAL AND INTER-ORGANZATIONAL DYNAMICS

Oct. 25 State Agencies, Associations, Consortia, etc.

INTERNAL ORGANIZATIONAL ISSUES

Nov. 1 Governance and Resource Allocation Strategies

8 Individuals in Organizations

15 Leadership and Administration: Roles and Styles

22 Information and Decision Support

29 NO CLASS!!!

Dec. 6 Effectiveness and Performance Assessment

ADAPTATION MODELS

Dec. 13 Designing a Change Strategy

20 (Final paper, paper #2, and reading critique due.)

HACE 761, Fall 1985

Part I Assignments

FRIDAY, SEPTEMBER 13, 1985

Higher and postsecondary education as an industry or a societal institution; purposes and role in social order.

Read:

1. Chapters 1 and 2 in Bowen's Investment in Learning.
2. Chapters 1-3 in Carnegie Commission's Toward a Learning Society.
3. Chapters 1 and 10 in Carnegie Commission's Purposes and Performance of Higher Education in U.S. and "skim" the remainder.
4. Skim all of Carnegie Commission's A Classification of Institutions of Higher Education.
5. Chapters 1 and 2 in Kast and Rosensweig.

Questions:

1. What roles or purposes does higher education as a societal institution perform in our society?
2. Who decides/influences those roles or purposes? Who should?
3. How does higher education differ from postsecondary education? Is the distinction significant? What consequences does it have for our views of higher education?
4. From the perspective of a particular college or university, how does the nature of higher or postsecondary education as a societal institution influence you?

FRIDAY, SEPTEMBER, 20, 1985

Analyzing organizations as open systems; models of organization and governance.

Read:

1. Chapters 1-4 and 6 in Katz and Kahn.
2. Skim Chapters 3-5 in Kast and Rosensweig
3. Chapter by Baldridge et al. in Part I and Duryea in Part II of ASHE Reader.
4. Chapter 1 in Millett's New Structures of Campus Power.

FRIDAY, SEPTEMBER 20, 1985 (cont'd.)

Questions:

1. What are the key concepts or characteristics of an organization as a system? Which make sense in higher educaton? Which do not? Why?

2. What are some of the organizational models of colleges and universities? Which make sense from your experience? Why?

3. How would you analyze a college or university as an organization using an open-system framework? How do the other models relate?

Special Assignment (for class discussion)

Read:

1. W. Bennis' A Funny Thing Happened on the Way to the Future.

FRIDAY, SEPTEMBER 27, 1985

Formal-rational models of organization: legal basis and corporate structure; bureaucracy; goals and formal organization.

Read:

1. Chapters 9 and 10 in Katz and Kahn.

2. Chapters 7 and 9 in Kast and Rosensweig.

3. Chapters 2-5 in Baldridge et al., Policy Making.

4. Chapters by Etzioni in Part I and Clark in Part II, ASHE Reader.

Questions:

1. What are different sources and types of legal influence on higher education?

2. What is the corporate and legal nature of a college or university? Structure, function, authority and responsibility?

3. How would you characterize goals in colleges and universities? What functions do they serve?

4. What is the nature of and the key concepts describing colleges and universities as formal organizations. Identify examples in higher education. What do they tell you?

FRIDAY, SEPTEMBER 27, 1985 (cont'd.)

Guest Lecturer: Virginia Nordby on "Legal Basis for Higher Education"

FRIDAY, OCTOBER 4, 1985

Social and political organization; concepts and models.

Read

1. Chapters 7 and 12 in Katz and Kahn
2. Chapter 12 in Kast and Rosensweig
3. Chapter 6 in Bladridge et al., Policy Making
4. Chapter by Clark in Part I, ASHE Reader
5. Chapters 2 and 13 in Riley and Baldridge, Governing Academic Organizations
6. Chapter 1 in Mortimer and McConnell's Sharing Authority

Questions:

1. What is the source of or basis for social organization? What concepts best describe it? Identify patterns of social organization that are common in higher education? In your institution?
2. How would you differentiate consensual (colleagial) and political models of social organizations? Which is more prevalent in higher education?
3. How do you assess the culture or social environment of an institution? Is it important in higher education? Give examples.

FRIDAY, OCTOBER 11, 1985

Technology/task and emergent social structure as basis for concepts and models of organizations.

Read:

1. Chapter 8 in Kast and Rosensweig
2. Chapters 1-3 in Sheehan's Information Technology, NDIR, Vol. 35
3. Chapters by March, Weick, and Cohen and March in Part I, ASHE Reader

FRIDAY, OCTOBER 11, 1985 (cont'd.)

Questions:

1. What concepts are helpful in analyzing the technological basis for organization?

2. How does the nature of an organization's technology affect its social and formal organization?

3. In what areas are technology considerations/changes important to higher education? How?

Special Assignment: "Changing the Educational Delivery System"

Guest Speaker: Someone on the future of instructional or academic delivery systems.

FRIDAY, OCTOBER 18, 1985

Organization-environment models; related higher education organizations and agencies.

Read:

1. Chapter 5 in Katz and Kahn

2. Chapter 6 in Kast and Rosensweig

3. Chapter by Cameron in Part III of ASHE Reader

4. Chapters 1-3 in Jedamus and Peterson, Improving Academic Management

5. Chapters 7 and 8 in Mortimer and McConnell, Sharing Authority.

Questions:

1. What models or concepts are useful in analyzing organizational environments? How do they affect internal organizational patterns?

2. What are the most useful concepts in analyzing the environment of colleges and universities?

3. What response strategies or organizational functions can colleges and universities use to deal with critical environmental changes?

FRIDAY, OCTOBER 18, 1985 (cont'd.)

Questions:

4. Many interorganizational structures exist in higher education: associations, consortia, accrediting bodies, governmental agencies. What function do they perform? How do individual colleges and universities relate to them?

Special Guest Lecturer: On consortia or state coordination

PAPER #1 DUE

8/21/85
#571

Core requirement for Stu. affairs Ed Doctor

HIGHER EDUCATION ADMINISTRATION AND ORGANIZATION

Spring Semester 1985 — EDHI 383
Thursdays — LLC B102
4:10 to 7:00 p.m.

Instructors

David Holmes
Office of V.P. Academic Affairs
349 Waterman
656-4400

Jeff Kaplan
University Affairs
351 Waterman
656-3212

I. Purpose and Content of Course

A central assumption of this course is that a prerequisite for effective functioning in the higher education environment is a sound understanding of the organizational and administrative characteristics of colleges and universities. This is not to suggest that most members of a university community do in fact comprehend the higher education institution--indeed, most faculty and many administrators have not examined systematically the nature of the university organization. The design of this course is meant to suggest that leadership and the potential for positive impact demands such knowledge.

A second important assumption is that those who have studied organizations in general have much to offer in analyzing that special kind of organization, the university. In particular, the sociologists of organizations have been the prominent theorists and model-builders in this field. A book of readings collected by the Association for the Study of Higher Education will be a primary source for our inquiry.

A third assumption is that learning will be enhanced by getting close to actual organizational life. Theoretical analysis without direct contact with an organization is likely to be ineffective. There will be a systematic attempt to examine directly one or more organizations. A number of administrators have agreed to be interviewed by the class.

With these assumptions in mind, our plan is to examine the general characteristics of organizations, various dynamic elements of administration, and special challenges of the 1980's. Along the way, we will look at administration and organization at the University of Vermont, a laboratory that is close at hand.

More specifically, the intent of the course is to assist you in the development of the following:

1. Working acquaintance with the literature of the field, including some knowledge of current writing emanating from the fields of sociology, political science and business administration.

2. An understanding of current patterns of organization and administration in higher education.

3. An ability to analyze organization and structure with an eye toward identifying strategies for improved administration.

4. An ability to write a sound critical analysis of a university organization, from the perspective of an external consultant.

5. An appreciation of the special challenges of contemporary higher education administration.

6. An enhanced inclination and capacity to exert administrative leadership.

II. The University as a Focus of Analysis

A major purpose of this course is to enable you to gain a grasp of the current patterns, issues and developments in college administration and organization. Paul Dressel and his associates observed in The Confidence Crisis (San Francisco: Josey-Bass, 1970) a growing complexity in college organization and administration:

> One perspective element found in all of the institutions included in our study was a sense of change. The transition was from a simple day-to-day locally oriented operation to a more complex pattern, with a gradual and continuing adjustment to a mutual commitment to competition in the national and international scene. Sometimes we were confused, like many students, as we tried to locate the headwaters of leadership and authority...Within institutions there were also indications of great variation in extent of centralization and decentralization. (p. 213)

University organization and administration continues to be in transition. Older conceptions of effective organization are being challenged. New patterns are emerging. There is little clear indication, however, of what will prove to be the most effective pattern or patterns. During the time available in this course we hope to achieve some sense of the forces operating to bring about change in pattern and some understanding of possible directions for future development.

III. Readings

Four books constitute required reading for the course. All or significant sections of each source will be assigned during the semester. An assumption here is that this set of books constitutes an indispensable starting library for a professional administrator in higher education.

ASHE Reader in Organization and Governance in Higher Education, edited by Robert Birnbaum, 1983.

Men and Women of the Corporation, Rosabeth Moss Kanter, 1977.

Academic Strategy: The Management Revolution in American Higher Education, George Keller, 1983.

Choice of:

Grant: A Biography, William McFeeley

The Last Hurrah, Edwin O'Connor

The Soul of a New Machine, Tracy Kidder

In addition, you may want to purchase In Search of Excellence, by Peters and Waterman. Two reading assignments will be made from this book. Several handouts will be distributed for reading.

IV. Course Requirements

1. Class attendance is important, since we will derive considerable benefit from in-class discussion, guest presentations, and class exercises. You will be required to complete one or more case studies.

2. The readings are considered to be of fundamental importance. The danger we must avoid is engaging in uninformed or superficial analysis of something as complex as higher education organization. The readings will provide us with the conceptual tools and information to inquire in a sound manner.

3. A mid-term examination will occur on March 14th. Material covered in the first half of the course will be addressed. All or part of the examination will be in a take-home format.

4. Two short analytical papers will be required. Each paper should be a maximum of 5 pages in length.

5. A semester project will be due at the end of the term. The conception is that, as a group or individually, you will conduct a critical analysis of patterns of organization and administration at a college or university. Using a local institution as your laboratory, you are to prepare an "external consultant report." Issues, topics and processes to be analyzed will be firmly identified by March 28. The written report is due on May 9th.

6. The final course evaluation will derive from written work and class participation.

V. Catalogue and Insights

As we proceed through our work, it is recommended that each of you maintain a catalogue or journal of significant insights and findings that have special application to you.

/sb
HC46

CLASS SCHEDULE

DATE	TOPIC	READING	OTHER
January 17	Introduction	none	
THE CHANGING ORGANIZATIONAL AND MANAGERIAL ENVIRONMENT			
January 24	Work in the Corporate Setting	Kanter - Intro, 1, 3	
January 31	The Management Revolution in Higher Education	Keller - 3-71 Cleveland Handout	
ORGANIZATIONAL THEORY AND HIGHER EDUCATION			
February 7	The Organization as a Rational, Natural or Open System	Scott Handout ASHE - 11-27	
February 14	Goals, Power and Authority	Kanter - Chap. 7 ASHE - 28-35 Pugh Handout	Paper Due
February 21	Characteristics of the Higher Ed. Organization	ASHE - 36-52 123-140	
February 28	Same	ASHE - 66-84 267-280	
MANAGEMENT AND ADMINISTRATIVE PROCESSES			
March 7	The Management Function: Decision-Making, Types, Leadership	ASHE - 85-93 354-360 Pugh Handout	
March 14	New Management Themes	Peters and Waterman - Chap. 1,4,5 Ouichi Handout	Test
March 21	(Vacation)		
March 28	Leadership: Assumptions, Styles, Goals, Values	ASHE - 238-266 Optional Book	Book Report
April 4	Strategic Planning	Keller - 72-177 ASHE - 395-410	
April 11	Managing Resources: Allocation, Budgets	ASHE - 427-435 Handouts	
April 18	Human Resource Development: Opportunity, Growth, Satisfaction	Kanter - Chap. 6,8,9	
April 25	Planned Change and Organizational Design	ASHE - 376-394 Handouts	
May 2	The Future: Computers, Relationships, Democracy	ASHE - 361-375 Handouts	
May 9	Summary		Final Project Due

acc Aff admin (1)

Professor: William Moore
301 Ramseyer Hall
422-7700

I. Title

The Administration of Academic Affairs in Higher Education

II. Course Number
Educational Administration 842

III. Prerequisite

None

III. Rationale for the Course

Academic affairs is central to the operation of a higher education institution. It deals with a variety of activities in the college. These include, but are not limited to, curriculum and degree development, budgeting for the educational programs, student and faculty conduct, institutional planning, the adjuducation of conflict, evaluation, tenure, and so on. All of these areas are complex and are fraught with problems related to the educational, economical, and professional well being of academic professionals. They also have implication for legislative and judicial activities.

It follows, then, that the efficient administration of academic affairs cannot be a random process. Because of the span of control of that office and the nature and diversity of the problems it must accommodate, there must be some specific and systematic approach to handling those problems. Group process, administrative theory, and organizational process are all knowledges and skills that must be employed in the management of academic affairs. So significant are the activities of academic affairs that they are rapidly emerging as a well defined field of study. As such the trial and error methods, on-the-job training of administrators, and process of moving through the "academic chairs" are no longer the sole tenable approaches. A well organized and systematic approach is, therefore, necessary.

The focus of the course is to provide the student with a comprehensive and in-depth look at academic affairs in higher education institutions. The course is further designed to investigate the techniques used in carrying out the tasks of academic affairs, how they are used, why, where, for whom, and under what conditions of environment, structure and control.

V. Objective and Expectations

Objectives are statements of intent. In this course they have been developed to provide the student with: (1) Content related to the subject, (2) opportunities to practice and simulate conditions which apply the principles and processes described in the content, (3) cases which help demonstrate the role and function of academic affairs in the institution, (4) the trends, problems and prospects in academic affairs.

A. Objectives

1. To provide information about some of the ideas related to the organization and control of academic affairs.

2. To identify the decision-making process utilized to implement the functions for which the office of academic affairs is responsible.

3. To identify the specific tasks traditionally assigned to the area of academic affairs.

4. To examine some of the criteria that offices of academic affairs apply in making decisions in institutions.

5. To demonstrate the distinct differences in the way academic affairs are carried out among the diverse types of higher education.

6. To acquaint the student with the higher education literature directly related to the function of the management of academic affairs.

7. To make sure that the student has an opportunity to see the relationship between the office of academic affairs and other offices, administrators, and faculties.

8. To provide students with the opportunity to see how the office of academic affairs evaluates programs, credentials, and professional standards as it seeks to approve academic rewards.

9. To examine such things as academic misconduct, for example, to determine the process and rationale for resolving such charges against a faculty member, administrator, or student.

10. To understand the process and development of academic policy.

B. Expectations

After completion of the course the student is expected to:

1. Understand the role and function of the office of academic affairs.

2. Understand the process of policy formulation related to the academic program.

3. Be conversant with the literature of higher educations.

4. Understand the relationship of the office of academic affairs to the other components of the institution.

5. Be able to identify the tasks involved in the administration of academic work.

6. Be aware of the trends in higher education directly related to academic affairs.

VI. Organization and Format

A. Organization of the Course

The organization of the course is in the form of comprehensive survey. Ten topics will be explored. Each one is designed to examine a fundamental component of academic affairs. Starting with a definition, where necessare, and emphasizing the nature, structure, function and scope of each component and how it is a complement to, and inter-related with, every other part. Finally, each topic will be place in a total gestalt wherein academic affairs is viewed as a complete higher education entity.

The course is further organized so as to provide a logical continuity and discernible sequence to Ed. Admin. 816 - Administration and Governance in the Community College and Ed. Admin. 800 - Administration of Higher Education.

B. The course will use three instructional formats, namely: lecture/discussion, workshop, and case study method. The size and characteristics of the class may mean that one format is preferable to another. The reason for several methodologies is to provide the student with a modality that may enhance his or her role in learning through participation and to make available to the student opportunities for some practice in the development and application of techniques in understanding some of the topics and concepts explored.

VII. Clients to be Served

Clients. Several groups of clients will be served in the course. They include: Ph.D. and M.A. students majoring in higher education who will be seeking positions in higher education institutions; students who are majoring in vocational, technical, and adult education who plan careers in two and four year colleges and will seek teaching and administrative positions in those respective areas; students completing degrees in student personnel; in-service persons who want to develop conceptual information and skill regarding higher education administration; students who will seek positions in state organizations which govern and coordinate two and four year colleges and persons who have responsibility for continuing education.

VIII. Topics

1. Background and Scope of Academic Affairs

   This topic is concerned with definition, role and scope of academic affairs. More specifically, it is designed to clarify what this component is, what it does, how it works and the influence it has in the rest of the university.

2. The Organization and Control of Academic Affairs

   The second topic is designed to identify, describe and analyze the organization and span of control of the office of academic affairs. That control will be assessed in order to determine how the office is structured to functionally govern and coordinate the activities of each academic unit in the institution. In like manner, the role of the chief academic officer will be examined.

3. The Reward System in Higher Education

   The third topic will focus on the reward and recognition process in higher education and the central role that the office of academic affairs plays in this process. Tenure, promotion, salary, and other types of professional recognition will be addressed.

4. The Role of Faculty in the Management of Academic Affairs

   Since both by logic and tradition the faculty has a central role in academic matters, this topic will explore the scope and appropriateness of that role. In addition to focusing on the educational aspects, it will also focus on such things as faculty conduct and peer appraisal.

5. Legal Problems in Academic Affairs

Topic five will focus on the legal problems, decisions, support and constraints which affect the administration of academic activities. Several cases will be examined.

6. Academic Freedom

The concept of academic freedom, its rationale, privileges, sanctions and abuses will be explored and analyzed and the role that academic affairs has in the facilitation and monitoring of this concept.

7. Academic Policy

Topic seven will stress the importance of academic policy in the institution, its formulation, implementation and impact on the faculty, administration and students in the college.

8. Curriculum and Program Development and Approval

Topic eight will focus on the major and most essential function of academic affairs, namely: program development, evaluation, quality control, and assessment.

9. Faculty Governance and the Impact of Unions and Collective Bargaining in the Academic Setting.

The role of faculty in the governance and management of academic work and the emergence and impact of the union movement in higher education is the thrust of this topic.

10. Trends in Academic Managements

This topic will identify and explore some major trends impacting academic affairs.

IX. Course Requirements

1. Regular class attendance.

2. An original paper written on some aspect of academic affairs. The paper will be due at the regular class meeting November 23, 1983.

3. All reading assignments should be completed on time.

4. There will be a final examination administered during the regular scheduled examination time (December 7, 1983).

After the written examination and paper have been submitted, please do not call or come in to pick up the results until Monday, December 12 after 1:00 p.m.

Students should plan to complete their assignments on time. If for some reason it is necessary to turn in assignments late, the student should not expect to receive his/her grades on time. Except in very unusual circumstances, no student should expect to be awarded the grade of "A" if he or she takes an Incomplete since that student has had six weeks longer to do the assignment. The Professor will decide what constitutes very unusual circumstances.

X. Determination of Final Grade

Your final grade will be determined by combining the letter grades earned on (1) the final examination and (2) the original paper and computing their numerical value according to the following scale: A=4.0, A=3.7, B+=3.3, B=3.0, B=2.7, C+=2.3, C=2.0, C=1.7, etc.

XI. Important Calendar Dates

September 21	Classes begin
November 23	Paper due
November 30	Last class meeting
December 7	Final examination
December 12	Papers and final examinations will be available

Please feel free to make appointments and meet with the instructor to discuss assignments before they are due or with any other matter related to the course or the higher education program.

Office:	301 Ramseyer Hall
Phone:	422-7700
Secretary:	Meg Peters

Educational Administration 842

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Smith, B.G. and Naso, J.W. "Evaluation and Improvement of Teaching," Improving College and University Teaching, 25 (Winter 1977).

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Walker, D.E.; Fellman, D. and Stone, G. "Collegiality and Collective Bargaining," Educational Record, 57 (Spring 1976), 119-124.

Walsh, J. "Universities and the Law: Legislation, Regulation, Litigation," Science, 192 (April 23, 1976), 354-356.

Course Clientele

The seminar is intended primarily for second year doctoral students in higher and adult education who are specializing in academic administration or organizational studies or who plan to do scholarly research in the areas of administrative behavior or personnel policies. Enrolling students will have completed relevant "base" courses in their HACE specialization and relevant cognate work, especially courses in organizational psychology, organizational behavior or general personnel management. Students who have not had this background may be admitted but should expect to do considerable background reading during the first half of the term.

Relation to Other Courses

Since the topic encompasses the leadership of the enterprise, this course builds on material from nearly all lower level courses in higher education. Students will find it possible to link concepts under consideration in this course with topics and institutional problems from other courses that they find of particular interest or concern. Particularly relevant are HACE 761 (Postsecondary Institutions As Complex Organizations), HACE 764 (Public Policy in Postsecondary Education), and HACE 762 (Curriculum Theory and Design in Colleges, Universities and Continuing Education Settings), since they focus on specific arenas in which administrative leadership may be exercised.

The course will build on and apply to higher education concepts typically covered in more general courses offered elsewhere in the university; for example, Business Administration (OBIR) 315, 351, 363, 501, 561, 562, 563, 564.

The course will touch very briefly on material concerning employee development covered in HACE 564 (Educational Management and Development of Human Resources).

The course will consider from a personnel orientation topics on tenure and faculty development currently treated from other perspectives in HACE 866 (The College and Unversity Professor).

The course will touch very briefly on the affirmative action and legal personnel issues since these are covered in an in-depth manner in HACE 874 (Law and Postsecondary Education).

Course Content and Procedures

The course will be divided into four segments which build in a cyclical pattern from a general to a personal consideration of administrative behavior.

Segment I. Reading and discussion of literature concerning theories of administrative behavior and personnel administration. (4 weeks)

Segment II. Case studies in academic administration presenting dilemmas against which theories of administrative behavior and personnel administration can be considered and tested. Although most case studies will be at the department chair level, extrapolation will be made to other administrative roles. (4-5 weeks)

Segment III. Cooperative class development of a comprehensive system of personnel policies and procedures for a typical university. This work will address both the theoretical and practical issues arising in Segments I and II. (4 weeks)

Segment IV. A detailed review of the emerging field of administrator evaluation and development. Construction and defense by each student of a planned administrative style and evaluation design for his/her chosen position and organizational setting. (2-3 weeks)

Expectations of Students

The course will be structured as a seminar with required and suggested readings on the various topics and an opportunity for students to complete both cooperative and individualized projects. The seminar, project, and case study methods depend upon regular attendance, wide reading and thoughtful preparation for each class. This will probably require 3-6 hours per class meeting.

Since many of the objectives of the course focus on the development of each individual's capacity to deal with complex administrative problems and to develop his or her own administrative style, each person is expected to participate regularly and actively in the discussions. Participation also includes involvement with other students during non-class time in organizing class contributions.

An important aspect of administrative behavior is the ability to meet deadlines and make decisions in a timely fashion, even when not all desirable information can be obtained and the deadlines produce a stressful situation. As in the "real world," incompletes will be granted in this course only in cases of extreme emergency and upon petition to the instructor. If an emergency does exist and the instructor grants an incomplete, the deadline for completion of work will be extended only for a period of time equivalent to the duration of the emergency.

Course Assignments

There will be four written assignments, one for each segment of the course.

Required Texts

NOTE: Symbols after each source indicate that:

BST - A bookstore order has been placed.
LR - Library reserve has been requested.
ISS - Instructor's copy has been placed on reserve in ISS.

Segment I

Blake, Robert, Jane Mouton, and Martha Williams. The Academic Administrator Grid. San Francisco: Jossey-Bass, 1981. (BST/LR)

Schein, Edgar. Organizational Psychology, 3rd Edition. Englewood Cliffs, New Jersey. Prentice Hall, 1980. (BST/LR)

Segment II.

Bennett, John B. Managing the Academic Department. New York. MacMillan Publishing Company. American Council on Education Series, 1983. (BST/LR)

Tucker, Allan. Chairing the Academic Department. New York. MacMillan Publishing company. American Council on Education Series, 1984. (BST/LR)

Segment III

American Association of University Professors. Policy Documents and Reports (commonly known as the AAUP Redbook), 1984 edition. (BST/LR)

Fortunato, Ray T. and D. Geneva Waddell. Personnel Administration in Higher Education. San Francisco. Jossey-Bass, 1981. (BST/LR)

Segment IV

Bibliography to be distributed or course pack to be prepared.

STRONGLY SUGGESTED READINGS

Segment I.

Bramson, Robert. Coping with Difficult People. Garden City, New York. Anchor Press (Doubleday), 1981. (LR)

Caplow, Theodore. How to Run Any Organization: A Manual of Practical Sociology. Hinsdale, Illinois. Dryden Press, 1976. (LR)

Eble, Kenneth. The Art of Administration. San Francisco. Jossey-Bass, 1978. (LR)

Schein, Edgar. Organizational Culture and Leadership. San Francisco. Jossey-Bass, 1985. (LR)

Walker, Donald. The Effective Administrator. San Francisco. Jossey-Bass, 1979. (LR)

Segment II

List to be distributed.

Segment III

Lewis, Darrel R. and William E. Becker, Jr. Academic Rewards in Higher Education. Cambridge, Massachusetts. Ballinger, 1979. (LR)

Students who have not taken a prior course in personnel administration should plan to purchase and read prior to SEgment II of the course, a standard text such as:

Cherrington, David J. Personnel Management. Dubuque, Iowa. w. C. Brown Inc., 1983.

Segment IV

List to be distributed.

Beyond these basic references, students will be expected to read a variety of theoretical and practice articles in several journals, such as: The Journal of College and Uniersity Personnel, Research in Higher Education, and Personnel Psychology. An extensive bibliography of relevant articles will be distributed and copies of most relevant materials will be maintained for student use in ISS. Current materials produced by the College and University Personnel Association will be used.

COURSE PLAN

HACE 861--ADMINISTRATIVE BEHAVIOR, LEADERSHIP, AND PERSONNEL IN COLLEGES AND UNIVERSITIES

FALL, 1985 Instructor: J. Stark

	TOPIC	
SEGMENT I -	ADMINISTRATIVE ROLES, BEHAVIOR AND STYLE	
SESSION	DATE	
1	September 10	Introduction Course Procedures Outline of Administrative Behavior Theories A Look at One's Own Potential Administrative Style
2	September 17	Discussion of Administrative Behavior Theories
3	September 24	Discussion of Administrative Behavior Theories
4	October 1	Administrative Roles in the University Outline of Paper Number 1 Due Class Discussion of Planned Papers
SEGMENT II -	CASE STUDIES OF ADMINISTRATIVE BEHAVIOR WITH EMPHASIS ON PERSONNEL ISSUES	
5	October 8	Selected Case Studies
6	October 15	Selected Case Studies Completed Paper Number 1 Due
7	October 22	Selected Case Studies
8	October 29	Selected Case Studies
9	November 5	Paper Number 2 - Short case Study and Analysis Due Discussion of Class-Generated Cases

SEGMENT III - DEVELOPING A UNIVERSITY PERSONNEL SYSTEMS FOR EXEMPLARY UNIVERSITY

Class will act as an administrative team generating the policies and procedures.

SESSION	DATE	
10	November 12	Portions of Class Project Due Each Week Philosophy and General Policies of Personnel System Collective Bargain ing Grievances and Conflict Resolution Strategies
11	November 19	Recruitment, Staffing, Job Analysis Policies Staff Training and Development
12	November 26	Incentive System Productivity and Performance Evaluation
13	December 3	Staff Benefits, Retirement Systems

SEGMENT IV - ADMINISTRATOR EVALUATION

14	December 10	Review of Literature/Practice on Administrator Evaluation
15	December 17	Individualized Paper Due

DESCRIPTION OF ASSIGNMENTS

Paper #1--To be outlined or partially drafted for brief class discussion on October 1. Final version (15-20 pages) due for class presentation and discussion on October 15.

The paper should address one of the following topics and should draw from the administrative theory literature in developing defensible answers to at least two related sub-questions listed under the topic. ADDITIONAL related sub-topics of the student's choice may be addressed. Since there are not necessarily "right" answers to the questions posed under each topic, students should feel free to indicate that research evidence and theories support varied points-of-view.

TOPIC 1. WORKING PRODUCTIVELY WITH SUPERIORS AND SUBORDINATES

a) What are the important factors an administrator should consider and what processes should she/he pursue in building his/her administrative staff?

b) How can an academic administrator provide incentives to improve some aspect of endeavor in his/her purview?

c) Must bureaucracy be impersonal?

d) How can staff morale be maintained under adverse conditions?

e) Is it dysfunctional to organizational goals if superiors and subordinates differ in academic or administrative philosophy?

TOPIC 2. CHOOSING AND DEVELOPING ADMINISTRATIVE STYLES AND STRATEGIES

a) What are the likely "ripple effects" of various types of top level administrator behaviors throughout the institution?

b) What style can an administrator choose to demonstrate a balanced concern for people and tasks?

c) When are ad hoc policies more fruitful than formal guidelines?

d) What is the relationship between administrative tidiness and creative behavior?

TOPIC 3. THE ADMINISTRATOR, POLITICS AND CONFLICTS

a) What types of strategies can be used to advance one's own philosophies or beliefs in the face of opposition from powerful opponents?

b) What should an administrator know about mediation and conflict resolution?

c) What role conflicts do various types of academic administrators face?

d) What are appropriate uses of power and authority in various circumstances?

e) When does budget control conflict with institutional purpose?

f) Is there a code of ethics academic administrators should internalize?

PAPER #2 - CASE ANALYSIS

All around you are examples of personnel dilemmas that administrators must meet. Many could have been avoided. One source of such dilemmas are those personnel cases that are selected each week for the "In Brief" notes in The Chronicle of Higher Education. (You are not restricted to this source.) Choose a personnel situation which has gotten out-of-hand. Write a brief case study describing (fictionally if necessary) the events which quite possibly led up to the current dilemma or situation. Analyze the case in two sections: 1) What types of administrative behaviors or personnel policies would have helped avoid the crisis? 2) Now that there is a crisis, what are the alternative courses of action to resolve it? 3) Which alternative would you choose and why?

PAPER #3

The class will be working on developing a policy manual and description of a personnel system for Exemplar University. Depending on class size, each class member will have the obligation to read in-depth about one or more topics to be included, outline what should go in the manual, revise the material after class discussion and complete the final section of the manual.

PAPER #4

The student is to choose and outline the dimensions of a college or university administrative position in a particular setting. This may be a position to which he/she realistically aspires in mid-career.

1. Develop an administrative philosophy or plan for the style of administration you would use in this setting, supporting your choice not only with ideas from literature you have read but with knowledge of your own proclivities and personal style. Include a set of objectives you hope to accomplish in the position during the first two years.

2. Prepare an evaluation plan by which your first two years in the position above will be judged.

Be ready to present your philosophy, style and evaluation plan both orally and in writing to the class on December 17.

Univ of Michigan (52)

DIVISION OF HIGHER AND ADULT CONTINUING EDUCATION

COURSE SYLLABUS--HACE861
ADMINISTRATIVE BEHAVIOR, LEADERSHIP AND PERSONNEL
IN COLLEGES AND UNIVERSITIES

Syllabus--Fall, 1985
Three (3) Credits

Instructor: Joan S. Stark
Room 2002, School of Education
Telephone: 764-9472

Divisional Course Description

Concentrates on the role of the administrator in higher education institutions with varying types of governance systems, ranging from collective bargaining to collegial decision-making. Discusses administrator goals, strategies and styles in providing institutional leadership and management as well as emerging modes of administrator development and evaluation. Places discussion in the context of research on administrative and leadership behavior.

Syllabus

Purpose and Rationale

Substantial portions of a college administrator's time are devoted to dealing with: 1) "people problems," 2) "money problems," 3) "environmental relations" problems. This seminar will focus on the "people problems," drawing upon principles of administrative behavior to examine actors, roles, research and critical issues in personnel policies of colleges and universities. Study will proceed from reviews of administrative theory and general personnel practices to consideration of the special cases of people, positions, and processes in collegiate institutions. Personnel policies and administration will be contrasted in institutions operating under traditional collegial governance systems and under collective bargaining agreements,

Advanced graduate students of "administration," "leadership" and "decision-making" reach a stage at which they recognize that there are no simple guidelines that define an effective administrative process or behavior. Rather, problem solving is a complex process sensitive to numerous factors in the individual, the organization, the organization members and the society. While training and research on administration in various fields take on a variety of dimensions, one common element is the valuable experience of weighing varied theoretical and practical approaches. It is extremely useful for the student to internalize patterns of thinking and behavior that are self-critically examined and yet comfortable for the individual.

After examining various theories of administrative behavior, this seminar uses case studies to replicate the complex reality which an administrator faces. It identifies conceptual and theoretical questions concerning administrative behavior in colleges and universities that continue to lack answers and are ripe for research. Finally, it presents an opportunity to develop portions of a personnel administration system appropriate to a typical university.

The seminar is intended to:

1. Examine how the conceptual literature on administrative behavior relates to the higher education setting.

2. Develop an awareness of administrative style, the notion that problems may be multi-faceted and that their solution may involve diverse perspectives and approaches.

3. Develop increased facility in analysis of the complex, rational and irrational problems and issues which administrators in higher education often face in developing an action strategy.

4. Provide a general understanding of college and university personnel policies, compare and contrast these policies with those used in other types of organizations and consider alternatives to current policies that may derive from theory and other settings.

5. Examine internal and external circumstances that may lead to change or the need for change in personnel policies of collegiate institutions and consider what information is needed for rational decision-making in such instances.

6. Develop an in-depth understanding of advances being made in the evaluation of administrative behavior and the relation of objectives and purposes of both administrators and organizational constituents to evaluation procedures.

7. Identify research hypotheses specific to the improved understanding of administrator and employee behavior and, thus, to college and university administration.

8. Develop a personal awareness and concept of administrative style which is congruent with one's personal attributes and skills, the social context, and the organizational settings in which administration may be studied or practiced.

no longer taught?

THE UNIVERSITY OF MICHIGAN
SCHOOL OF EDUCATION
Center for the Study of Higher Education

Admin (45)

EDUCATION G702, "Case Studies in Administrative Behavior in Higher Education"

Friday, 9 a.m.-12 Noon
3 credits

Professor Joan S. Stark
Winter Term 1983

Purpose of the Course

This course is intended for students who have taken a substantial amount of course work in higher education and/or have had substantial experience in higher education and who are interested in a snythesis of that material. The objectives focus on the application of information and the examination of desired behavioral outcomes for individual students. These objectives include:

1. To gain increased facility in rational analysis of the complex, rational and irrational problems and issues which administrators in higher education often face in developing an action strategy.

2. To examine how the conceptual literature on "administrative behavior" relates to its application in the real world of higher education.

3. To develop a personal awareness and concept of administrative style which is congruent with one's personal attributes and skills, the social context, and the organizational setting in which administration is to be studied and/or practiced.

4. To develop an awareness of the administrative styles of others and the notion that problems may be multi-faceted and that their solution may involve diverse perspectives and approaches.

The basic assumption of this course is that solution of the crucial probelsm facing colleges and universities today and in the future will depend, at least in part, on how individuals in administrative posts approach their solution. The case materials provide a vehicle for developing and examining varied approaches.

Rationale for the Course

Advanced graduate students of "administration," "leadership" and "decision-maing" reach a stage at which they recognize that there are no simple guidelines or characteristics which define an effective administrative process or behavior. Rather, problem solution is a complex process which is sensitive to numerous factors in the individual, the organization, the organization members and the society. While training and education for administration in various fields take on a variety of dimensions and approaches, one common element is a recognition that the experience of integrating varied educational and practical experiences and attempting to internalize a pattern of thinking and behavior that is self-critically examined and yet comfortable for the individual is extremely useful.

Second, the use of case materials and participant-dominated discussion sessions in this course attempts to replicate the complex reality which

Rationale for the Course (continued)

an administrator faces, presents an opportunity to develop analytical skills, and provides an opportunity to identify and integrate a personal administrative style.

Third, there is material on administrative style, behavior and development, and on decision-making and planning that can be examined conceptually and applied. The case studies provide an opportunity to do so and such application is encouraged.

Fourth, the cases have been selected to be representative of problems at all levels of institutions and the societal context in which institutions exist. Thus, they cut across problem areas and students are encouraged to use techniques, analytical schemes, and information from varied higher education and cognate courses.

Process of the Course

The first meeting of the class will be used to review how one might use case studies as a learning technique, review some sources of literature on administrative behavior and decision-making and practice the case study technique on some "mini-cases" which illustrate approaches the student might take.

Most of the remainder of the course will involve sessions for the analysis and discussion of approximately 20 cases involving problems and issues in higher education administration. Midway through the course, however, the group will pause to examine briefly again the literature sources on administrative behavior that have been found helpful.

A list of references relevant to the course is attached for reference purposes. Each student should plan a reading program based on general and higher education related administrative sources to develop personal background.

Case study materials will be ordered at the end of the first class period and will probably cost $25 to $30 per student.

Course Requirements

1. Class preparation and attendance. The case method depends upon regular attendance and thorough preparation for each class. This will probably required 2-4 hours per class meeting for the case studies and an additional 2-4 hours per week of supplementary reading from the reference list.

2. Class participation. Since many of the objectives of the course focus on the development of each individual's capacity to deal with complex administrative problems and to develop his or her own administrative style, each person is expected to participate regularly and actively in the case discussion. This participation includes involvement with other students in organizing written cases and class presentations.

Course Requirements (continued)

3. Written materials. Each student should plan to complete three written projects: A, B and C or A, B and D

A. A Written Case Analysis

Your analysis of one of the cases discussed during the last seven classes. Prepared prior to class discussion of the case.

B. Comparative Critique

A comparison of three books on administrative behavior with a commentary on the specific relevance of principles contained therein to two of the case studies discussed during the first seven meetings of the course.

C. A Brief Personal Paper Done at the End of the Term

A description and rationale for your own administrative style in relation to a position and type of setting you plan to enter. Although an abstract picture of administrative style and principles you intend to follow may set the stage, the paper should contain brief descriptions of at least three types of problems you expect to encounter in this setting and indicate how you would solve the problems based on your administrative style and philosophy.

D. A Case Study Done Individually or in a Group.

This is intended to be a descriptive case study for future pedagogical use involving the collection, synthesis and presentation of data and information on a current decision-making issue faced by a higher education administrator for analysis by others. The case study should be accompanied by a "teaching guide" indicating the basic principles illustrated by the case study and a short but focused list of relevant literature sources that specifically bear on the problem described.

Course Evaluation

The course evaluation will consist of the instructor's evaluation of the written materials and the student's participation in class. Specific criteria for participation and case analysis will be discussed in class.

THE UNIVERSITY OF MICHIGAN
SCHOOL OF EDUCATION
Center for the Study of Higher Education

G-702—SOME VIEWS OF ADMINISTRATIVE BEHAVIOR

Argyis, Chris, Interpersonal Competence and Organizational Effectiveness, Irwin, 1962.

Argyris, Chris and Donald Schon, Theory in Practice: Increasing Professional Effectiveness, Jossey-Bass, Inc., 1974.

Astin, Alexander and Rita Scherrei, Maximizing Leadership Effectiveness, Jossey-Bass, Inc., 1980.

Bacharack, Samuel and Edward Lawler, Power and Politics in Organizations, Jossey-Bass, Inc., 1980.

Bailey, S. et al, Leadership in the 80's, IEM, Harvard University, 1980.

Bennis, Warren, The Temporary Society, McGraw-Hill, 1968.

Blake, Robert and Jane Mouton, Grid Organization Development, Addison-Wesly, 1969.

Blake, Robert, Jane Mouton, and Martha Williams, The Academic Administrator Grid, Jossey-Bass, 1981.

Bramson, Robert, Coping With Difficult People, Garden City, N.Y.: Anchor Press (Doubleday), 1981.

Caplow, Theodore, How to Run Any Organizations: A Manual of Practical Sociology, Hinsdale, Illinois: The Dryden Press, 1976.

Farmer, Charles, Administrator Evaluation: Concepts, Methods, Cases in Higher Education, Higher Education Leadership and Management Society, 1980.

Fiedler, Frederic, A Theory of Leadership Effectiveness, McGraw-Hill, 1967.

Hampden-Turner, Charles, The Radical Man, Schenkman, 1970.

Herzberg, Frederick, Work and the Nature of Man, World Publishing, 1966.

Katz, Daniel and Robert L. Kahn, The Social Psychology of Organizations, New York: John Wiley and Sons, 1966.

Korda, Michael, Power --How to Get It, How to Use It, Random House, 1975.

Levinson, Daniel, The Exceptional Executive, Harvard University Press, 1968.

Likert, Renis, The Human Organization: Its Management and Value, McGraw-Hill, 1967.

Maslow, Abraham, Eupsychian Management: A Journal, Irwin-Dorsey, 1965.

McGregor, Douglas, The Human Side of Enterprise, McGraw-Hill, 1960.

Odiorne, George, Management by Objectives, Prentice-Hall, 1969.

Pelz, Don and Frank Andrews, Scientists in Organizations, Wiley, 1966.

Peter, Lawrence and Richard Hull, The Peter Principle, Morrow, 1969.

Robbins, Stephen, Managing Organizational Conflict, Prentice-Hall, 1974.

Schein, Edgar, Organizational Psychology, Englewood Cliffs, N.J.: Prentice Hall (Second Edition, 1970 or Third Edition)

Selekman, B., A Moral Philosophy of Management, McGraw-Hill, 1959.

Selznick, Philip, Leadership in Administration, Harper and Row, 1957.

Shotgren, John, Administrative Development in Higher Education, Higher Education Leadership and Management Society, 1980.

Simon, Harold, Administrative Behavior (2nd Edition), Free Press, 1967.

Townsend, Richard, Up the Organization, Knopf, 1970.

Walker, Donald, The Effective Administrator, Jossey-Bass, Inc., 1979.

West, Stephen and Robert A. Wicklund, A Primer of Social Psychological Theories. Monterey, California: Brooks/Cole Publishing Company, 1980.

ASHE ERIC

Clearinghouse for Course Syllabi in Higher Education

A group of Association for the Study of Higher Education (ASHE) members are forming a national higher education network for course syllabli. (See box.) The activity, sponsored by ASHE's Committee on Curriculum, Instruction and Learning, promises to be of great benefit to new and experienced teachers in higher education.

If you wish to participate, please send your latest course syllabi to the appropriate members of the network today. These individuals have committed their time and effort toward the following:

- syntheses reviewing course syllabi received with an evaluation of what is happening in each area (e.g., course titles, emphases, major works and resources in use, syllabi models, trends, observations), along with a few exemplary syllabi to be made available via the ERIC Clearinghouse on Higher Education by the end of 1985
- abstracts for inclusion in an essay on "Course Syllabi as Instructional Resources," to appear in the 1986 edition of ASHE's Instructional Resources Handbook for Higher Education
- updates of the essay/abstract in four years.

NETWORK MEMBERS

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Student Personnel Administration/ Counseling/Human Development	Larry H. Ebbers, N244 Quadrangle, Iowa State Univ., Ames, IA 50011
Teacher Education	Jack Hruska, Univ. of Massachusetts, School of Education, Amherst, MA 01003
Vocational/Technical	Clyde Ginn, Univ. of Southern Mississippi, Box 5177, Southern Sta., Hattiesburg, MS 39406

To establish a viable clearinghouse, your help is needed. Please flood members of the network with your course syllabi and suggestions. Help establish a higher education clearinghouse for course syllabi.